

Evaluation of Environmental Education at a Moroccan Higher Education Institution: A Case Study of the Higher School of Education and Training in Oujda, Morocco

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Abstract

This study investigates the state of environmental education at a Moroccan higher education institution, specifically the Higher School of Education and Training in Oujda. An online survey was conducted with 200 students to evaluate their knowledge, attitudes, and practices concerning environmental issues. The findings reveal a widespread dissatisfaction among students regarding the quality and effectiveness of the current environmental education programs. Although students demonstrate a keen awareness of environmental challenges and express a strong desire for more comprehensive educational initiatives, they perceive existing efforts as inadequate. This disconnect highlights a significant gap between students' understanding of environmental problems and their confidence in the effectiveness of the educational framework designed to address these issues. Furthermore, students indicate a willingness to engage in sustainable behaviors, yet they feel unsupported by the current curriculum and resources available. The study emphasizes the urgent need for a more robust and integrated approach to environmental education at the university level, advocating for reforms that align educational practices with students' expectations and the pressing environmental challenges of the modern world. Additionally, the research calls for enhanced collaboration among educational institutions, governmental bodies, and non-governmental organizations to foster a more effective and impactful environmental education framework. By addressing these deficiencies and promoting a culture of sustainability, the study aims to contribute to the development of a more informed and proactive student body equipped to tackle environmental issues in their communities and beyond.

Keywords

Environmental Education, Higher Education, Environmental Problems, Sustainability